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ABSTRACT

A resource list of books and articles on educating young adolescents is provided for professionals who work with 10- to 15-year-olds and their families. Listed are 21 references on schooling, 8 references regarding effective schools studies, 9 resources for curriculum and instruction, 4 references for design and use of physical space, and 3 resources on encouraging youth participation. A listing of journals and organizations concerned with adolescents is also included. (BJD)

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Educating Young Adolescents: A Resource List

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Center for Early Adolescence
University of North Carolina at Chapel Hill

Early adolescence is a time of great physical, emotional, and social growth. It is a challenging period not only for young adolescents but also for the professionals who serve them. The Center for Early Adolescence gives people who care about young adolescents a place to turn to for help and guidance.

We are a national resource center that provides information, training, and resources for advocacy to professionals who work with 10- to 15-year-olds and their families. Our goal is to help adults understand why they should be concerned about young adolescents and how they can encourage young people's healthy growth and development.

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School of Public Health
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Carrboro, North Carolina 27510

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BOOKS AND ARTICLES ON EDUCATING YOUNG ADOLESCENTS

Schooling

Alexander, William M., et al. The Emergent Middle School. New York: Holt, Rinehart & Winston, 1968.

A "classic" from the beginning of the middle school movement, this book presents the philosophy of the movement.

Alexander, William M., and Paul S. George. The Exemplary Middle School. New York: Holt, Rinehart & Winston, 1981.

Two leaders of the middle school movement describe exemplary middle schools.

Blyth, Dale, and Elizabeth Karnes. Philosophy, Policies, and Programs for Early Adolescent Education: An Annotated Bibliography. Westport, Conn.: Greenwood Press, 1981.

This book contains over 1,500 annotations of materials on the philosophy of early adolescent education; prescriptions for and descriptions of middle/junior high schools; guidance programs; physical facilities and architectural plans; curriculum; policy analysis; research on the effects of different grade level arrangements; and teacher preparation.

Buxton, Claude E. Adolescents in School. New Haven: Yale University Press, 1973.

Measuring the attitudes of students in grades 7 through 12 toward school, the author concludes that the "aims and procedures of the school and the needs and nature of adolescence are mismatched." He calls for a change in attitude by all who are concerned with schools.

Cracking the Glass Slipper: PEER's Guide to Ending Sex Bias in Your Schools. Washington, D.C.: NOW Education Fund, 1979.

This guide to reviewing schools for equal opportunity and compliance with Title IX explains the law, tells what to look at in a school, and suggests ways to work for constructive change. It can be ordered from PEER, 1029 Vermont Ave. NW, Washington, D.C. 20005.

Dorman, Gayle. Middle Grades Assessment Program. Carrboro, N.C.: Center for Early Adolescence, 1981.

MGAP is a tool for parents, educators, and policymakers to use to make a comprehensive assessment of their local schools for young adolescents. Grounded in what is known about adolescent development and effective schools, the Program's observation checklist, interview forms, and training and assessment procedures provide a common background for professionals and lay persons to conduct their own assessment of local middle-grade education.

Eichhorn, Donald. "The School." In Toward Adolescence: The Middle Years, The Seventy-ninth Yearbook of the National Society for the Study of Education, part 1. Chicago: University of Chicago Press, 1980, pp. 56-73.

This article describes the type of school young adolescents need in order to learn and grow to a maximum degree.

Feeney, Stephanie. Schools for Young Adolescents: Adapting the Early Childhood Model. Carrboro, N.C.: Center for Early Adolescence, 1980.

The author, an early childhood educator, describes how her professional colleagues design learning environments appropriate to young children. She reviews the developmental characteristics of young adolescents and offers suggestions for schools suited to their physical, social, and intellectual needs. Included in the monograph is an annotated bibliography by Professors Eleanor McKinney and Marguerite Baechtold of the Young Adult Services Division, American Library Association.

First, Joan McCarty, and M. Hayes Mizell. Everybody's Business: A Book About School Discipline. Columbia, S.C.: Southeastern Public Education Program, 1980.

This book describes in detail different approaches to improving student behavior. The authors recognize that teachers should not be the only people involved in school discipline -- but that students, principals, parents, and school board members need also be involved.

Human Relations: A Guide for Leadership Training in the Public Schools. U.S. Department of Justice. Washington, D.C.: GPO, 1980. (pamphlet)

This pamphlet was prepared by the Community Relations Service to train human relations leadership connected with the desegregation of elementary schools in Syracuse, N.Y. The model may be adapted to address other concerns in the public schools. It includes an excellent checklist on racial and ethnic integration in schools.

James, Charity. Beyond Customs: An Educator's Journey. New York: Agathon Press, 1974.

The author describes some educational needs of adolescents and some corresponding developments in American education, such as open education, team teaching, and service learning. Her keen understanding of adolescents and their educational needs is enlightening and challenging.

Jones, Vernon F., and Louise S. Jones. Responsible Classroom Discipline: Creating Positive Learning Environments and Solving Problems. Boston: Allyn & Bacon, 1981.

The authors discuss strategies for preventing discipline problems in the classroom. Included are techniques for building positive learning environments, improving teacher-pupil relationships, and altering unproductive or disruptive behavior. Unlike others who have written books on school discipline, the authors consider students' psychological and intellectual needs when developing strategies.

Klausmeier, Herbert J. Profiles of Selected Innovating Secondary Schools. Madison, Wisc.: Wisconsin Research and Development Center, University of Wisconsin, 1979.

This book contains descriptions of schools in Wisconsin.

Laurence, Gordon. "Do Programs Reflect What Research Says About Physical Development?" Middle School Journal, 6, No. 2, (1980), 12-14.

This article reviews "eight facts about physical development and what schools can do about them."

Lounsbury, John H., Jean Victoria Marani, and Mary F. Compton. The Middle School in Profile: A Day in the Seventh Grade. Columbus, Ohio: National Middle School Assoc. 1980.

This book summarizes studies of 100 seventh graders in 100 different schools who were observed for an entire day. Six of these studies are presented. The authors conclude, "The typical middle school is not what it ought to be, but it is moving in the right direction."

Norton, John. The South Carolina Public School Sourcebook: A Parent/Citizen's Guide to Using and Improving the State Education System. Columbia, S.C.: Southeastern Public Education Program, 1980.

This handbook provides a wealth of information on the ways in which the State of South Carolina impacts upon education at the local level. The purpose of the book is to "enlarge the average parent or citizen's view of the public school system." It is concise, specific, and easily readable. Although this sourcebook focuses on South Carolina only, it can be helpful to educators and parents in other states as a guide for studying a state-wide education system.

Romano, Louis G., et al. Middle School: Selected Readings on an Emerging School Program. Chicago: Nelson-Hall, 1973.

This collection of papers discusses the middle school movement in general as well as specific components and techniques that are usually a part of middle school programs.

Sarason, Seymour. The Culture of the School and the Problem of Change. Boston: Allyn & Bacon, 1971.

This book is a primer for both outsiders and school personnel seeking to bring about change in schools. Sarason believes that in order to change a school from either within or outside, the total culture of the school must be understood.

Violent Schools — Safe Schools: The Safe School Study Report to the Congress. Vol. I. National Institute of Education. Washington, D.C.: GPO, 1978.

This national study of school violence has statistics of special importance to junior high schools, which are more likely to have crime problems than other schools.

Wenk, Ernst, and Nora Harlow, eds. School Crime and Disruption: Prevention Models. Washington, D.C.: National Institute of Education, 1978.

This collection of articles presents several theories of causation of school crime and disruption and eight papers that describe specific programs designed to reduce school crime.

Wiles, Jon, and Joseph Bondi. The Essential Middle School. Columbus, Ohio: Charles E. Merrill, 1981.

Wiles and Bondi review the developmental characteristics of young adolescents and describe how schools can be responsive to those characteristics. Samples of schedules, curriculum development ideas, and a variety of other materials from actual middle schools provide a wealth of practical resources.

Effective Schools Studies

Brookover, Wilbur B., et al. "Elementary School Social Climate and School Achievement." American Educational Research Journal, 15 (1978), 301-318.

This statistical study of Michigan elementary schools, plus four case studies, found that mean school achievement is related to school climate as well as to socio-economic status and racial composition of the school. Much of the between-school variance in school achievement is explained by characteristics of the school social system (academic norms, expectations, and beliefs).

Brundage, Diane, ed. The Journalism Research Fellows Report: What Makes an Effective School? Washington, D.C.: Institute for Educational Leadership, 1980.

Journalists describe schools that work.

Edmonds, Ronald R. "Some Schools Work and More Can." Social Policy, 9, No. 5 (1979), 28-32.

A review of Edmonds' findings from his study of high achieving, urban elementary schools, where "the children of the poor are at least as well prepared in basic skills as the children of the middle class."

Harvard Graduate School of Education Association Bulletin. The Search for Effective Schools: A Conference in Honor of Roy E. Larson, 25, No. 1 (1980).

This is a special issue devoted to effective schooling.

Rutter, Michael, Barbara Maugham, Peter Mortimer, Janet Ouston, with Alan Smith. Fifteen Thousand Hours: Secondary Schools and Their Effects on Children. Cambridge, Mass.: Harvard University Press, 1979.

Fifteen Thousand Hours is the result of a seven-year study that followed 2,700 pupils from the end of elementary school through 12 different secondary schools in south London. Rutter, a child psychiatrist at the University of London, was interested in whether schools affect such outcomes as desirable behavior, achievement on exams, and the reduction of numbers of people who wind up in jails. The results show that school climates created by adults and students in the school have significant effects that are independent of a pupil's home life and intelligence. The researchers found that school characteristics fostering pupil success included staff consensus about the school's goals and discipline; unobtrusive, firm discipline; ample use of rewards, praise and appreciation; a comfortable environment; opportunities to take responsibilities, including participation in the running of the school; academic emphasis; and appropriate professional behavior of teachers.

Rutter, Michael. "School Influences on Children's Behavior and Development." Pediatrics, 65 (1980), 208-220.

This is a summary of the findings from Fifteen Thousand Hours.

Timpane, Michael. "View From America: Current Research on Effective Schools." Harvard Graduate School of Education Association Bulletin, 25, No. 1 (1980), 14-15.

This article presents and synthesizes the current research on effective schools. It provides a quick, concise review of the research without using research terminology.

Tursman, Cindy. Good Schools: What Makes Them Work. Arlington, Va.: National School Public Relations Assn., 1981.

This monograph reviews the research on effective schools, mentions several outstanding schools, and makes recommendations for improving schools. Although the author does not concentrate on middle grade schools, the monograph is a beginning resource on the effective schools literature.

Curriculum and Instruction

Burton, Judith M. "Developing Minds -- Representing Experiences: Ideas in Search of Forms." School Arts, 80, No. 5 (1981), 58-64.

"The aim of much adolescent art making is not so much to create art objects per se, but rather to create and organize experience in a form which not only looks coherent but feels coherent," states the author. In this excellent article, she discusses early adolescent development and art programs for the age group.

Carter, Candy, and Zora Rashkis, eds. Ideas for Teaching English in the Junior High and Middle School. Urbana, Ill.: National Council of Teachers of English, 1980.

This publication of the National Council of Teachers of English contains nearly two hundred activities for the study and teaching of English in the middle grades. The activities are arranged in five sections: Studying Language, Communicating Orally, Reading and Reading Literature, Writing, and Listening and Viewing. Some activities contain materials that can be reproduced and distributed in class.

Dunn, Rita, and Kenneth Dunn. Teaching Students Through Their Individual Learning Styles: A Practical Approach. Reston, Va.: Reston Publishing Co., 1978.

Written primarily for educators, this book presents the concept of individual learning styles, an inventory for diagnosing learning styles, and many practical ideas and techniques for making classes and schools responsive to individuals' learning styles. It includes chapters with specific "how-to's" on use of physical space in the classroom, small group instructional techniques, contracting, and designing programmed instruction materials and instructional packages. Although not focused specifically on young adolescents, the book contains valuable information on individual needs and how to be responsive to those needs.

Gregorc, Anthony F. "Learning/Teaching Styles: Potent Forces Behind Them." Educational Leadership, 36, No. 4 (1979), 9-11.

This is an introduction to individual learning and teaching styles.

Janeczko, Paul B. "Dancing with the Bear." Voice of Youth Advocates, 3, No. 4 (1980), 9-12.

This article discusses strategies to use when teaching adolescents to write poetry.

Lounsbury, John H., and Gordon E. Vars. A Curriculum for the Middle School Years. New York: Harper & Row, 1978.

The authors review four organizational models for middle school curriculum. They tie recommendations for curricular decisions to the developmental needs of young adolescents. The reader may not agree with every recommendation but will appreciate the clarity of presentation and the insistence upon starting decision making with the characteristics of the learner rather than with administrative concerns.

McClure, Larry, et al. Experience-Based Learning: How to Make the Community Your Classroom. Portland, Oreg.: Northwest Regional Educational Laboratory, 1977.

This book is an excellent resource on how to structure learning experiences for students using the community and its resources as both the setting and the content for learning. It features specific answers to such questions as "How do you structure experience-based learning?" and "How do you link community resources with student projects?"

Purkey, William Watson. Inviting School Success: A Self-Concept Approach to Teaching and Learning. Belmont, Calif.: Wadsworth, 1978.

Purkey emphasizes the importance of positive self-concept to learning and describes the teacher's role as seeing the students in a positive manner and then inviting them to behave and achieve accordingly. He describes specific things teachers and schools do to "invite" or "disinvite" learning and positive self-concepts. The concept of an "invitational school" is presented.

Simpson, Ronald D., and Norman D. Anderson. Science, Students, and Schools: A Guide for the Middle and Secondary School Teacher. New York: John Wiley, 1981.

The authors have written a basic guide for teaching science in middle and secondary schools. The book discusses relating to and understanding the adolescent student, laboratory instruction, teaching strategies, evaluation and grading, developing student interests, individualizing instruction, teaching exceptional students, and dealing with controversial issues. Resources for science instructors are also included.

Coates, Gary. Alternative Learning Environments. Stroudsburg, Pa.: Dowden, Hutchinson & Ross, 1974.

The author argues that architectural planning and design should become a part of the curriculum itself. Contributors discuss environmental education, community participation in educational decision making, and alternative forms of education.

David, Thomas, and Benjamin D. Wright, eds. Learning Environments. Chicago: University of Chicago Press, 1975. Also published in School Review, 82, No. 4 (1974).

This collection of readings critically examines ways that schools as learning environments need to be designed to respect human needs and to create opportunities for activity, exploration, and interaction. Sally Fitt writes about individual preferences for amounts of space. Mayer Spivack tells how to observe and evaluate ways in which space design can affect behavior of children with special problems. E. Proshansky and M. Wolfe identify ways that design and arrangement of space can implement specific instructional goals. Other contributors include John Holt, J.W. Getzel, Henry Sanoff, George Barbour, and Paul Gump.

Jones, Robert S., and Kenneth McEwin. "Creative Learning Environments in the Middle School." Childhood Education, 56 (1980), 146-50.

The authors identify physical space needs based on the various ways young adolescents learn.

Weinstein, Carol S. "The Physical Environment of the School: A Review of the Research." Review of Educational Research, 49 (1979), 577-610.

This is an excellent research review of the classroom environment's impact on student behavior, attitudes, and achievement. The first section examines studies of six environmental variables: seating position, classroom design, density, privacy, noise, and the presence or absence of windows. The second and third parts consider the effects of certain spatial settings.

The author concludes that we are only beginning to get a picture of the environment's role in the educational process. What evidence there is suggests that the physical environment of conventional classrooms has little impact on achievement, but does affect nonachievement behaviors and attitudes. Implications are that particular factors can influence such things as attendance, interaction with materials and people, persistence, enthusiasm,

and participation. Weinstein advocates for more carefully designed research that reflects the complexity of the relationships between environment and behavior.

Youth Participation

Pearl, Arthur, Douglas Grant, and Ernst Wenk, eds. The Value of Youth. Davis, Calif.: Responsible Action, 1978.

The editors and contributors strongly advocate a youth policy that enables young people to be participants in activities that "bring together individual needs and societal needs." The writers identify positive programs where youth are competent and important participants. Contributors include David Tyack, James Coleman, Edward Wynne, and Elliot Wigginton.

Schine, Joan, Barbara Shoup, and Diane Harrington. New Roles for Early Adolescents in Schools and Communities. New York: National Commission on Resources for Youth, 1981.

This booklet advocates expanding opportunities for young adolescents so that they may participate actively in society. A background paper on youth participation and the young adolescent, descriptions of different types of youth participation programs, and guidelines for implementing a program are included.

Tyler, Ralph W. From Youth to Constructive Adult Life: The Role of the Public School. Berkeley, Calif.: McCutchan, 1978.

This collection of papers explores the importance of meaningful youth participation with adults as young people move towards adulthood. Part Three, "School Programs for Youth in Transition to Adulthood," includes articles that describe action learning and youth service programs in the public schools of Portland and Minneapolis.

JOURNALS

ADOLESCENCE
Libra Publishers
P.O. Box 165
391 Willets Road
Roslyn Heights, NY 11577

Adolescence is a quarterly journal of current research for the practitioner who works with adolescents in the field of social work, psychology, or other related disciplines.

AMERICAN EDUCATION
Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402

Published 10 times a year by the U.S. Department of Education, this journal reflects the federal interest in education at all levels. It contains reviews of successful programs, updates on federal policy, recent developments in research, and lists of new resources and publications.

AMERICAN EDUCATIONAL RESEARCH JOURNAL
1230 17th Street NW
Washington, DC 20036

This quarterly journal presents current research in education.

AMERICAN JOURNAL OF EDUCATION
5801 S. Ellis Avenue
Chicago, IL 60637

This quarterly journal contains general articles on education and selected book reviews.

JOURNAL OF EARLY ADOLESCENCE
HELP Books
1201 E. Calle Elena
Tucson, AZ 85718

This quarterly focuses primarily on research although relevant theoretical papers will also be published.

JOURNAL OF YOUTH AND ADOLESCENCE
Plenum Publishing Company
227 W. 17th Street
New York, NY 10011

The Journal is a multi-disciplinary quarterly research journal. It publishes research and theoretical papers, comprehensive review articles, and clinical reports of relevance to research.

VOICE OF YOUTH ADVOCATES (VOYA)
Dorothy M. Broderick and Mary K. Chelton, Editors
P.O. Box 6569
University, AL 35486

VOYA is an independent bimonthly publication written primarily for young adult librarians. It is not, however, a sedate library journal. It provides reviews of literature written for young adults and of professional literature written for those who serve them. Although VOYA is library-oriented, the articles include conference reports, a question-and-answer column on the rights of youth, and other items of interest to professionals from other disciplines. An excellent resource for people interested in improving media center and library programs for young adolescents.

ORGANIZATIONS

ASSOCIATION FOR SUPERVISION
AND CURRICULUM DEVELOPMENT
225 N. Washington Street
Alexandria, VA 22314
(703) 549-9110

ASCD produces books and booklets, audio and video cassettes, and films for teachers, administrators, curriculum developers, principals, superintendents, and others interested in all aspects of education.

CENTER FOR EARLY ADOLESCENCE
Suite 223, Carr Mill Mall
Carrboro, NC 27510
(919) 966-1148

The Center is dedicated to increasing the effectiveness of agencies and professionals who work with young adolescents. Through information dissemination, network, and constituency building, the Center encourages policy setters and practitioners to expand young adolescents' opportunities for positive growth and responsible social involvement. Services include information dissemination, continuing education for professionals, and publications.

CENTER FOR YOUTH DEVELOPMENT AND RESEARCH
48 McNeal Hall
1985 Buford Avenue
University of Minnesota
St. Paul, MN 55108

Affiliated with the University of Minnesota, the Center for Youth Development and Research is known for its research on adolescent development. Special areas under current investigation include the young delinquent female, requirements for the healthy development of youth, and the adolescent's relationship to a changing society. The Center offers seminars, workshops, and consultation for staff and administrators of organizations serving youth.

EDUCATION DEVELOPMENT CENTER
55 Chapel Street
Newton, MA 02160
(617) 969-7100

EDC is a private research and development organization that at any given time may have 20-30 different projects underway. EDC is a materials dissemination center for the Women's Educational Equity Act Program (WEEAP) and is also conducting a study of parent education programs.

INSTITUTE FOR RESPONSIVE EDUCATION
605 Commonwealth Avenue
Boston, MA 02215
(617) 353-3309

IRE is an organization devoted to promoting citizen participation and citizen involvement in all phases of educational policy setting and decision making. IRE publishes handbooks, bibliographies, and resource materials on citizen participation.

NATIONAL ASSOCIATION OF ELEMENTARY
SCHOOL PRINCIPALS
1920 Association Drive
Reston, VA 22091
(703) 620-6100

NAESP collects and disseminates information of interest to elementary and middle school principals, serves as a spokesperson for principals, conducts research and conferences, and publishes a biweekly newsletter, a monthly journal, and special publications. Annual membership dues are charged and include a subscription to the monthly journal, Principal. The January 1981 issue is devoted to middle school education.

NATIONAL ASSOCIATION OF SECONDARY
SCHOOL PRINCIPALS
1904 Association Drive
Reston, VA 22091
(703) 860-0200

NASSP conducts research; publishes a journal, newsletters, books, pamphlets, films, filmstrips; and disseminates information for secondary school principals (junior high, middle, and senior high schools). The Association also sponsors conferences.

NATIONAL CENTER FOR SERVICE-LEARNING
ACTION/NCSL
806 Connecticut Avenue NW
Room 1106
Washington, DC 20525
(800) 424-8580, ext. 88 or 89

NCSL is a federal agency that "assists service-learning programs by developing and distributing technical assistance materials, by sponsoring training sessions for educators working with service learning programs...by conducting national studies to collect data on service learning programs and to document the effectiveness of new approaches..."

NATIONAL COMMITTEE FOR CITIZENS
IN EDUCATION
410 Wilde Lake Village Green
Columbia, MD 21044
(301) 997-9300
(800) NET-WORK

The purpose of NCCE is to help parents and citizens gain and use information, skills, and increased influence to improve the quality of public education for our children. The overall goal is accomplished through training sessions designed to encourage partnership between parents and schools, publications useful to parents in dealing with schools and organizing for citizen involvement in schools, and a network of 350 parent groups. A toll-free line provides information (a recorded message allows a caller to leave a name and address, and appropriate materials will be mailed).

NATIONAL DIFFUSION NETWORK
Department of Education
Washington, DC 20202
(202) 653-7000

The NDN is a federally funded system that awards grants to exemplary educational programs for the purpose of disseminating information about successful programs and to make such programs available for adoption by schools, colleges, and other institutions. NDN publishes a yearly review of model programs, Educational Programs that Work, which may be ordered from: Far West Laboratory for Educational Research and Development, 1855 Folsom St., San Francisco, CA 94103.

NATIONAL EDUCATION ASSOCIATION
1201 16th Street NW
Washington, DC 20036
(202) 833-4000

NEA is a professional organization of elementary and secondary school teachers and others interested in American education. NEA publishes materials on a wide variety of topics.

NATIONAL MIDDLE SCHOOL ASSOCIATION
P.O. Box 14882
Columbus, OH 43214
(614) 263-5407

NMSA promotes the growth of the middle school concept in America and provides information on innovative programs and projects in middle schools. The Association is for teachers, administrators, supervisors, parents, college personnel, students, and other lay persons interested in the education of young adolescents.

NATIONAL SCHOOL BOARDS ASSOCIATION
1055 Thomas Jefferson Street NW
Suite 600
Washington, DC 20002
(202) 337-7666

This national association of local school boards seeks to keep its members informed of timely political, legal, and financial issues that affect educators.

NATIONAL PARENT TEACHER ASSOCIATION
700 North Rush Street
Chicago, IL 60611
(312) 787-0977

The National PTA has expanded its focus beyond quality education for children to include positive home environments. Through issue identification, advocacy, and networking, the PTA works to assist parents in becoming involved in decisions that affect public education and the daily lives of their children.

PHI DELTA KAPPA
Eighth Street and Union Avenue
Bloomington, IN 47401
(812) 339-1156

The Kappan is an excellent resource for up-to-date information on educational issues. Published monthly, it is available only through honorary membership in Phi Delta Kappa, but can be found in most major libraries. PDK also produces a "fastback" series of pamphlets and monographs on subjects such as "Alternative Schools in Action" and "The Middle School: Whence? What? Whither?"